



Toward **A MORE GLOBAL BUCKNELL**

*A précis of the report assembled by
the Bucknell Internationalization Lab*





SUMMARY & GOALS

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Bucknell seeks to be a national leader in preparing undergraduate students to be ethical leaders and global citizens who, working collaboratively across disciplines, solve the world's most pressing problems. This aspiration, embedded in the university's mission and strategic plan, can only be achieved through a commitment to the purposeful internationalization of Bucknell.

This internationalization effort was initiated in Spring 2021; Bucknell was selected to participate in the prestigious American Council of Education (ACE) Internationalization Lab Cohort 19. Through a collaborative process over the past two years, the Bucknell Internationalization Lab Leadership Team, led by John Hunter, Stephen Appiah-Padi, and Donna Ebenstein, gathered information from stakeholders through focus groups, surveys, listening sessions, benchmarking studies, interviews, and hosting a TLC learning community. The BU Cohort participated in several ACE sponsored conferences and received consultative advice from the cohort members and their ACE adviser. Bucknell's ACE adviser and two external peer reviewers also visited campus and met with the task force, university leadership, and several interested community members.

We found the community unified in their desire to enhance internationalization at Bucknell and to foster a vibrant international community. The students, faculty, and staff recognized the many high-impact internationalization activities already occurring at Bucknell, and also shared opportunities for Bucknell to reduce barriers and enhance campus community buy-in on the important efforts to revitalize our commitment to internationalization. The themes that emerged from this data collection process were: (1) Internationalization must become part of Bucknell's identity and self-presentation; (2) Internationalization must permeate the entire university; and (3) Bucknell needs intentional processes to achieve better integration among staff offices, academic entities, and individual faculty, staff, and student groups.

We are pleased to offer the following three strategic goals for enhancing comprehensive internationalization at Bucknell, along with priority initiatives to be pursued to help Bucknell achieve those goals.



GOAL 1: Make internationalization efforts strategic, coordinated, resourced, and visible.

1. Increase visibility and accessibility of global activities, opportunities, and resources through a centralized webpage
2. Provide dedicated leadership to institutionalize internationalization goals across the university and facilitate coordination between offices to achieve strategic goals
3. Ensure that internationalization goals are apparent in future Bucknell strategic plans and marketing
4. Ensure that the needs of the international students, faculty and staff remain centered in this work
5. Leverage existing resources and partnerships and facilitate development of new institutional resources and partnerships to support internationalization efforts

GOAL 2: Ensure that every student has curricular and co-curricular opportunities for meaningful global and cultural learning experiences

1. Empower faculty to incorporate IVE (International Virtual Exchange) and COIL (Collaborative Online International Learning) components into their courses
2. Identify and remove financial, academic, social, and other institutional barriers to study abroad
3. Identify and remove financial, academic, social, and other institutional barriers to student exchange
4. Increase the variety of global learning opportunities available to students
5. Enhance global and cultural content and pedagogy in courses and curricula
6. Prioritize student intercultural development when developing, promoting, and assessing study abroad and other global and cultural learning experiences
7. Enhance advising around the value of language study, global engagement opportunities, and development of intercultural literacy

GOAL 3: Make the Bucknell campus more welcoming and inclusive to its international community.

1. Align internationalization with DEI efforts
2. Improve on-campus support for international students, faculty, and staff (the international community)
3. Adequately resource the offices that support the international community
4. Provide dedicated space and community-building activities for international students
5. Develop, resource, and promote opportunities for social integration of international and domestic students
6. Enhance strategically planned international student recruitment and admissions
7. Put policies in place that demonstrate that Bucknell values hiring of international faculty and staff

Work like this never has a precise start or end date; a focus on comprehensive internationalization must be an ongoing process at Bucknell. As such, this report also provides recommendations for next steps and resources for continuing this work. The logistical plan includes assigning oversight of internationalization efforts to a direct report of the Provost, establishing a Bucknell Beyond Borders Coordinating Council to bring stakeholders together to achieve strategic priorities and develop a more comprehensive, long-term strategic plan, and providing the Bucknell Beyond Borders Coordinating Council with a dedicated budget. Resources that support the continuation of this work include reports from data collection activities, a repository of COIL/IVE resources, national benchmarking reports, institutional data, and an extensive inventory of possible initiatives that could be pursued in support of each of the strategic goals.

It is the sincere hope of this Bucknell Internationalization Leadership Team that this work will help to replace random acts of internationalization with a strategic, coordinated university-wide effort that changes the culture of Bucknell.



**American
Council on
Education**

WHO ARE WE?

The Bucknell Internationalization Lab was co-directed by Prof. John Hunter of the Comparative & Digital Humanities Program, who was chosen by the Provost's Office after an open call to the entire faculty, for 2021/22. Prof. Donna Ebenstein, of the Biomedical Engineering Department, stepped in as academic co-director for 2022/23 while Prof. Hunter was on sabbatical. Dr. Stephen Appiah-Padi, the director of Bucknell's Office of Global and Off-Campus Education, was the other co-director throughout the Lab process.

The rest of the lab was a body of faculty, staff, and students representing all faculty ranks, all three colleges, and several staff offices. Our members over this two-year period have included:

Raquel Alexander (Freeman CoM)
Lexi Alsante (Presidential Fellow, Freeman CoM)
Stephen Appiah-Padi (Office of Global and Off-Campus Education)
Mihai Banciu (Freeman CoM)
Chris Boyatzis (A&S)
Donna Ebenstein (Engineering)
Mark Elliott (Advancement)
Jennifer Figueroa (International Student & Scholar Services)
John Hunter (A&S)
Amal Kabalan (Engineering)
Rachel Martine (Weis Center)
Lisa Perrone (A&S)
Amine Zidouh (A&S)

We would like to stress that our work has been driven from the outset by input from across the campus: interactive sessions in the Faculty Learning Series; surveys of faculty, staff, and students; meetings with many staff offices (Admissions, Advancement, Communications, etc.); college and division chairs meetings; discussions with administrators; and open discussions with students. Throughout this document, we will recognize and celebrate what we have learned by listening to a great many members of our campus community.

OUR PROCESS

Bucknell University welcomed its first international student, Maung Shaw Loo, in 1858; he was the first student from Burma (now Myanmar) ever to study at an American university. In 1958, the centenary of his matriculation, the President of Burma donated the Burma-Bucknell Bowl, a prize awarded every year to a person or group who has made significant contributions to international understanding and cultural diversity. We have thus been an international university since before the Civil War and have institutionally recognized the value of intercultural understanding since the height of the Cold War. Despite this long history, Bucknell has never clearly articulated our international and intercultural goals or our strategic priorities in these areas. It is this lack of institutional direction that the Bucknell Internationalization Lab is intended to address.

At the instigation of the Office of Global and Off-Campus Education, Bucknell University was given the opportunity to join Cohort 19 of the [American Council on Education's](#) Internationalization Laboratory beginning in the Fall of 2021. We partnered with twelve other institutions in a two-year process of data gathering, reflection, and analysis in order to learn how our institutions could become better (for students, faculty, and staff) by de-centering U.S. or Western norms and by consciously promoting more globally-inclusive practices in our curricula, scholarship, staff offices, and community life. Our peer institutions ranged from other liberal arts colleges (such as Pomona College) through larger state institutions (such as Louisiana State University) all the way up to Education New Zealand (the administrative body that runs higher education for an entire nation). This institutional diversity ensured that our shared meetings were always stimulating opportunities to discover new approaches to achieving our goals - there were so many different perspectives on our shared problems that we were always learning. With ACE's guidance, this cohort learned about how individual institutions can learn from ACE's scholarly resources, the experiences of our predecessors, and (most importantly) from the members of our own communities how best to achieve this larger goal.

The Bucknell Cohort participated in several ACE sponsored conferences, made extensive use of their resource library, and received consultative advice from cohort members and our ACE adviser, Prof Susan Sutton (emerita, Bryn Mawr College). Prof Sutton also visited campus and met with the task force, university leadership, and several interested community members (i.e. a group of international students). A timeline of the Bucknell Internationalization Lab process and a compilation of resources can be found in [Part IV - Resources for Continuing This Work](#).

1 More information on the internationalization process can be found here: <https://www.acenet.edu/Programs-Services/Pages/Professional-Learning/ACE-Internationalization-Laboratory.aspx>



WHAT IS “INTERNATIONALIZATION”?

ACE defines comprehensive internationalization as “a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected.” For the purposes of this document, it refers to the process of making every aspect of Bucknell University more open to learning *from and about* non-U.S.-centric modes of living and working; we here follow Deardorff’s definition of intercultural competence as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.”² What we hope will emerge from this work goes far beyond tweaking Bucknell’s study abroad offerings or attracting more international students: we would like to bring the world to Bucknell and Bucknell to the world. This means de-centering the U.S. perspective in everything we do (in the classroom, in the Finance office, in our admissions materials . . . everywhere) and making cultural humility and genuine curiosity about others into an institutional norm. It means intentionally recognizing that doing this work can be a vital part of our collective goal to make Bucknell a more diverse, equitable, and inclusive institution. The world is not “U.S.-centric” or “international” - it is a constantly moving set of reciprocal processes.

The term “internationalization” is also used in different contexts for very different, even contradictory purposes. Multinational corporations use the term for making products and services as adaptable as possible, so they can easily sell them in different national markets. It is also commonly used in the cluster of terms associated with “globalization.” What all these definitions of the term share is an ideological myth of openness and shared opportunity masking a reality of unequal power and the exploitation of weaker nations by stronger ones. We here affirm our resistance to these processes and offer this document as part of the process of reclaiming not just the term “internationalization” but the actions in and consequences of it. Rather than privileging U.S.-centric interests, we offer internationalization as a process of creating cultural humility; de-centering Western norms and assumptions in our academic and professional lives; and encouraging genuine understanding of the Other. Through teaching, learning, research, and engagement at Bucknell, we intend to use internationalization “to foster epistemic plurality and integrate critical, antiracist and anti-hegemonic learning about the world from diverse global perspectives to enhance the quality and relevance of [Bucknell] education”³.

² Cited in D. K. Deardorff, “Identification and assessment of intercultural competence as a student outcome of internationalization,” *Journal of Studies in International Education* 10.3 (2006), pp. 191 - 306.

³ Cited in Savo Heleta and Samia Chasi, “[Rethinking and redefining internationalisation of higher education in South Africa using a decolonial lens](#),” *Journal of Higher Education Policy and Management*, November 2022, pp. 1-16.



**The Plan
for Bucknell
2025**

HOW DOES INTERNATIONALIZATION ALIGN WITH BUCKNELL'S STRATEGIC PLANNING?

We have compiled this document and our recommendations in the light of [*The Plan for Bucknell 2025*](#). In particular, we see our work as a contribution to two of the main goals of the plan - Cultivating Academic Excellence Across The Institution (especially the specific priorities of strengthening “activities that contribute to transformative learning” and building “upon the intersections between departments and among the three colleges”) and Building and Sustaining a Diverse Community. An often-repeated theme of our community’s discussions on diversity, equity, and inclusion at Bucknell is that it must be *everybody’s work*. We offer this document as one means toward achieving this goal, as it aims to offer opportunities to everyone at Bucknell.

We recommend that Bucknell adopt the framework of what ACE calls “comprehensive internationalization.” To paraphrase their language, comprehensive internationalization is a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected. This is not just about study abroad or international students; it is about how the University writ large could achieve its goals better by taking a more global perspective. To this end, comprehensive internationalization is organized around six pillars, as shown in Figure 1.

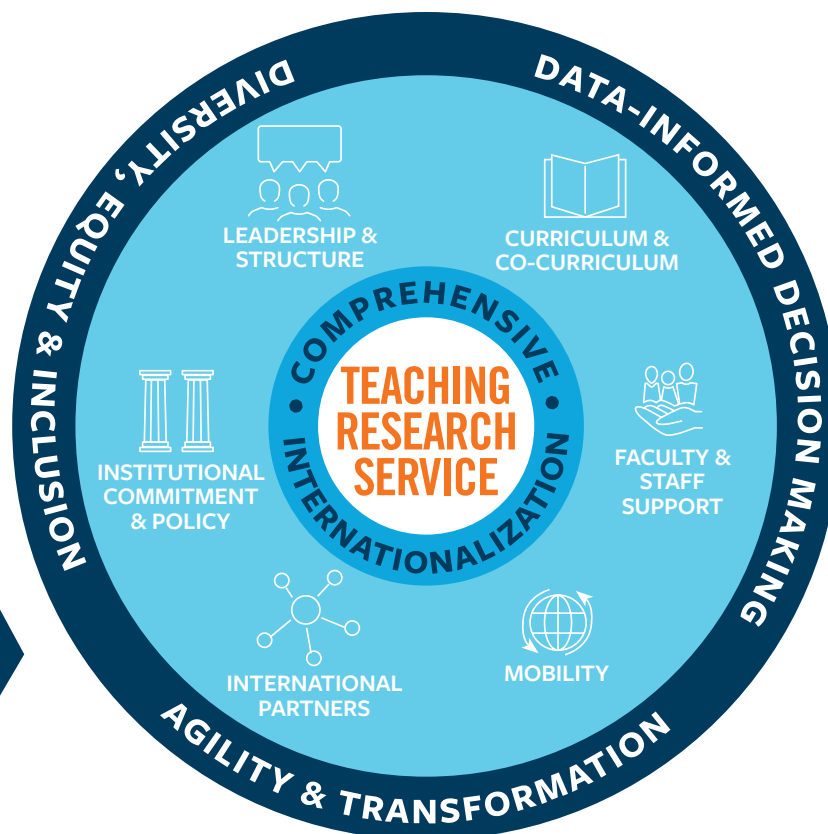


FIGURE 1

ACE Model for Comprehensive Internationalization

in which comprehensive internationalization is organized around six interconnected pillars.



THESE SIX PILLARS ARE:

INSTITUTIONAL COMMITMENT AND POLICY

supporting the Bucknell 2025 Strategic Plan goals to enhance undergraduate education and to make Bucknell a more diverse, equitable, and inclusive community

LEADERSHIP AND STRUCTURE

making international learning a visible priority of a Bucknell education

CURRICULUM AND CO-CURRICULUM

fostering classroom and course practices that enhance global learning and experience

FACULTY & STAFF SUPPORT

providing resources to advance global learning in and out of the classroom, and for faculty development

MOBILITY

creating opportunities for students, faculty, and staff to travel abroad for global learning, and for international students and colleagues to come to Bucknell

INTERNATIONAL PARTNERS

developing active partnerships with institutions in other countries for global learning and activity



ACE Model for Comprehensive Internationalization





Nine broad goals of a Bucknell education

MISSION STATEMENT

Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates students for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity and imagination. A Bucknell education enables students to interact daily with faculty who exemplify a passion for learning and a dedication to teaching and scholarship. Bucknell fosters a residential, cocurricular environment in which students develop intellectual maturity, personal conviction and strength of character informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life.

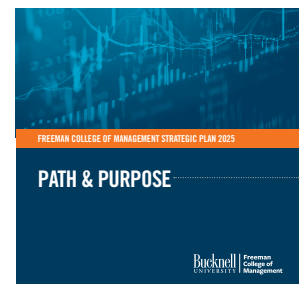
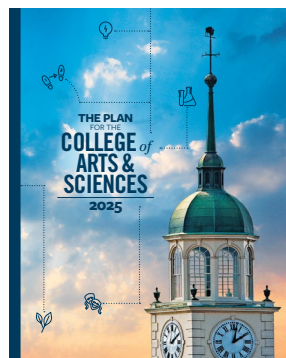
Bucknell's rich history and heritage will influence its planning for the future. Bucknell's potential as an institution of higher learning extends beyond that of a traditional liberal arts college by virtue of its larger size and expansive programs. The University's broader spectrum of disciplines and courses of study within a diverse and active residential campus community enhance the quality of all aspects of the undergraduate experience, both in and out of the classroom.

As an ongoing process, comprehensive internationalization calls on all constituents at a university—students, faculty, and staff—to participate as learners, and to be central to the institution's equitable, intercultural transformation. It cannot happen if it is limited to a few siloed offices or certain academic disciplines or a limited number of students. Internationalization is a collaborative, integrated ethos that is important for every part of Bucknell and that respects our unique mission and culture. For this initiative to succeed, it must be publicly embraced and championed by administrative staff at all levels of the institution.

Comprehensive internationalization at Bucknell University will strengthen our collective capacity to help our graduates develop the essential skills and mindset to live and work as global citizens. In addition to supporting two of the strategic commitments of the Plan for Bucknell 2025, a move toward comprehensive internationalization also aligns with Bucknell's [mission](#) and directly supports numbers 3 and 4 of the [nine broad goals of a Bucknell education](#):

3. To develop knowledge and skills for interpreting the commonalities and differences among human societies, including diverse cultural perspectives and traditions within the United States and internationally, to enable living and working effectively in a global context.
4. To develop knowledge and skills to identify and respond creatively and effectively to local and global challenges to humans and the natural world.

While all three [college-level strategic plans for 2025](#), like the Plan for Bucknell 2025, include goals relating to enhancing the educational experience for Bucknell students through high impact, transformative learning experiences in and out of the classroom and fostering a diverse, inclusive, and equitable environment for all, the [Plan for the College of Arts & Sciences 2025](#) has the most direct connection to this work. Throughout the plan there are references to internationalization topics such as “practices of inclusion and cultural humility,” “language learning and cross-cultural activities,” “global perspectives,” and “recognizing international students as a vital part of our community.” In fact, one initiative under the “Our Community Pillar” directly articulates a key goal of internationalization at Bucknell: “Offer transformative learning experiences in the college to help students think critically and practice cultural humility to become global citizens capable of enacting positive change.”





HOW TO BEST SUMMARIZE WHAT WE ARE OFFERING TO THE BUCKNELL COMMUNITY?

The concrete suggestions that emerge from our work are intentionally numerous and wide-ranging in scope. Some require interventions by academic departments or senior administrators; some require significant resources and planning processes. Many, however, are minimal-resource actions that can be undertaken by individual faculty, staff, and students. We are calling for a deliberate transformation of Bucknell's orientation and culture and strongly believe that this cannot be achieved without participation at all levels and in every part of our university.

WHERE CAN I FIND OUT MORE ABOUT THE INTERNATIONALIZATION LAB'S METHODS, DATA SOURCES, AND SPECIFIC ACTION SUGGESTIONS?

*The full report, containing our full analysis,
suggested action items, and links to our
research and data sources, can be found at:
Toward a More Global Bucknell Report*



*Read about our progress
on achieving our goals here.*



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